

Activity: Michelle's Accommodation History

Utilizing the Nine Types table, determine which accommodation was involved with each adaptation to classroom practice the teachers made for Michelle. Remember, on some occasions, more than one type will be involved. Some adaptations occurred prior to special education eligibility, some after.

Kindergarten

In kindergarten, Michelle's teacher found she needed to frequently repeat the directions for any activity as Michelle was often not listening carefully when they were first given. () She also frequently paired her with a diligent worker once seatwork activities began second semester. () Sometimes Michelle did not finish her seatwork, so her teacher allowed her to take it home to complete and return the next day. ()



1st grade

In first grade, Michelle began receiving speech/language services for articulation errors. It was also found that Michelle had minor auditory processing difficulties. Her therapist decided to pre-teach some concepts that would be introduced on the following day, hoping that this would improve her listening skills. () Michelle was purposefully placed next to students with excellent attending skills, as she tended to be quite "chatty" during seatwork. () Sometimes Michelle's teacher had her come to the front of the room to hold the pointer during large group lessons as this appeared to aid in focusing on the key parts of the lesson, rather than distracting to extraneous details around her. () Michelle was noticeably slower than her peers in finishing any written assignment, so her teacher often sent homework to finish and return so Michelle would not miss recess or other fun activities, trying to finish assignments. ()

2nd grade

In second grade, Michelle's reading decoding skills were not up to her peers. Adult classroom volunteers often worked with her to reinforce previous skills (flash card drill/extra reading time). () and () Due to her slow acquisition of phonics, Michelle's teacher decided to reduce the number of spelling words she would study each week from 15 to 10, although the words Michelle learned were the same as her peers. () In math, Michelle often grasped the concepts readily, so her teacher had her complete less worksheets before taking a test to demonstrate mastery of the concept. () This bought some extra time, her teacher explained, for Michelle to practice her handwriting, as she still took an extraordinarily long time producing letter formations. () The pre-teaching begun in first grade continued for new concepts, and was believed to be helping Michelle. ()

3rd grade

By the end of her third grade, Michelle was evaluated for special education services as a student with a learning disability and found to be eligible in written language. Her math skills were found to be well above her peers, while her reading skills were found to be at 2.1 grade level. All previous accommodations were found to be helpful and were incorporated into her IEP. Additionally, Michelle was now to be taught keyboarding, and allowed to produce most written work at the keyboard due to her poor graphomotor skills. This often required her to take work home to produce on a home computer. Her teacher also decided that Michelle's work group (3 students) would produce a play to illustrate concepts learned in a social studies lesson, rather than a written product. (Other groups wrote reports, constructed a diorama, and produced a video skit). Although this was an acceptable alternative, her teacher decided to list this accommodation on Michelle's IEP so future teachers would be aware of this need.

Her accommodations were listed as:

Reading seatwork time: _____

Math seatwork time: _____

Large group work, where new concepts are introduced: _____

Written language tasks: _____

Social Studies Report: _____

6th grade

By 6th grade, Michelle was participating in an after school homework club where adult volunteers helped her to plan task approach for long assignments, and helped her to complete most work with one on one assistance. (_____)

Her teacher found pre-teaching no longer as helpful for Michelle, and speech language services were no longer found necessary by her IEP team. Graphic organizers were extensively used by this teacher, and found to be quite helpful for Michelle. (_____)

Michelle's IEP team found the reading level of the texts well beyond her skill, despite extensive continued remediation for reading difficulties. Michelle's teacher decided to try text-on-tape and text-on CD with Michelle, as she grasped the concepts better this way than reading the text alone. (_____)

She also found that choral-responding techniques, every-pupil response techniques (_____)

allowed Michelle, and her classmates, to focus better during whole group instruction. Her teacher also began PALS teams for social studies and science text reading, and found higher achievement and time on task outcomes. (_____) and (_____)



8th grade

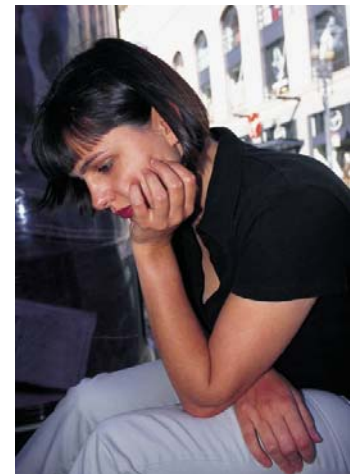
In 8th grade, Michelle was found to be unable to complete written tests on concepts very well. Orally, she knew the material, but somehow in the writing task, even with keyboard responses allowed, she was unable to demonstrate mastery in concept-laden work. Her teachers agreed to try oral testing in the RSP classroom, although this often meant her testing could not occur until later that day due to scheduling constraints. To their astonishment, Michelle's motivation and achievement skyrocketed!

(_____) and (_____) and (_____)

10th grade

By Sept. of 10th grade, unfortunately Michelle had now begun to associate with known-gang members, and her counselor became concerned. Although she still maintained some earlier friendships, she did not "seem to be the same child any more" her parents stated. Parent conferences occurred and it was agreed that counseling would be a good idea for Michelle.

A referral to a local clinic was made at parent request. During those sessions her counselor became aware of low self esteem issues related to her incomplete understanding of her learning profile. (Although depression was suspected, after several sessions Michelle's counselor decided this did not apply.) Demystification sessions about her learning profile were conducted, and Michelle and her counselor decided to approach the school staff to discuss the feasibility of a school-wide program, such as the Learning Strengths Seminars.



Family therapy sessions were conducted, and Michelle has discontinued her association with gang-involved youth. Michelle is interested in getting a job she stated. Her family and other IEP team members will be meeting to develop a transition plan soon.